

**Inspection under Section 28 of the
Education Act 2005**

A Report on the Quality of Education in

**Llanharan Primary School
Llwyn Brain Terrace, Llanharan, Pontyclun,
Rhondda Cynon Taff, CF72 9PN**

School Number: 6742142

Date of Inspection: 12th May 2008

by

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Llanharan Primary School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Llanharan Primary School took place between 12th – 14th May 2008. An independent team of three inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.

This school received a **standard** inspection.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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Context

The nature of the provider

Llanharan Primary School is situated in the once mining village of the same name near Llantrisant. The Unitary Authority (UA) is Rhondda Cynon Taff. There are 113 full-time equivalent pupils on roll, including nine nursery children who attend on a full-time basis. Nearly all pupils come from the local area which is largely made up of housing association properties. The area is economically and socially disadvantaged.

1. The school reports that 33% of pupils are entitled to free school meals which is well above the UA average of 22.3% and the national average of 17.5%. About 33% of pupils are considered to have some degree of special educational needs (SEN), including one boy who has a statement of SEN. Overall these are high figures. No pupil has the National Curriculum (NC) disapplied.
2. English is the predominant language of all pupils. Nearly all pupils are of Welsh backgrounds. No pupil has Welsh as a first language. No pupil has English as an additional language. Three pupils are 'looked after' by the UA. Three boys and one girl were temporarily excluded in the previous school year.
3. The school was last inspected in the summer term 2002 when the current headteacher was in post. The school roll has fallen since then.
4. During the inspection the deputy headteacher was the acting headteacher with effect from September 2007. This was following the secondment of the substantive headteacher to the local educational advisory service. There were also three supply teachers at the time of the inspection. Two of these had been in school for some time. One supply teacher had taken on the teaching duties of the acting headteacher and the other replaced the teacher absent as a result of long-term ill health. Immediately prior to the inspection a further permanent member of staff was taken ill. That teacher's position was filled at short notice by a third supply teacher.
5. The school holds the Basic Skills Quality Mark and Investors in People status. The school's aims are very wide and appropriate.

The school's priorities and targets

7. The School's Mission Statement is, "Every aspect of life at Llanharan Primary School will be used to maximise the potential of our pupils."
8. The school's priorities and targets for 2008/2009 are to: -
 - improve the teaching and learning of spelling and reading;
 - develop the use of investigative mathematics;

- strengthen and extend pupils' awareness of multi-cultural issues;
- improve and develop pupils' skills in information and communications technology (ICT);
- review, develop and improve teaching and learning in the early years and in Y1 and Y2 in preparation for the introduction of the Foundation Phase;
- increase the use of the outdoor environment; and
- develop and extend assessment strategies.

Summary

- Llanharan Primary School is a good school which is well led. It has made good progress since its last inspection.
- The inspection team agrees with all of the seven judgements made by the school about the standards pupils achieve and the other areas of its work.

Table of grades awarded

Key Question	Inspection grade
1 How well do learners achieve?	2
2 How effective are teaching, training and assessment?	2
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	2
4 How well are learners cared for, guided and supported?	2
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	2

Standards

- Overall, the standards of achievement in subjects and areas of learning inspected are as follows: -

Pupils' standards of achievement

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
7%	80%	13%	0%	0%

- These figures are above those found in Her Majesty's Chief Inspector's (HMCI) Annual Report (2006/2007) where achievement in 80% of lessons in primary school was Grade 2 or better. These figures are also above those

set as a target in the Welsh Assembly Government (WAG) 'Vision into Action' document for primary schools that by 2010 at least 98% of lessons inspected should be Grade 3 or better.

13. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.
14. Many children begin school with below the levels of basic skills expected and generally found. They make good progress and are well prepared for the next stage of their education.

Grades for standards in subjects inspected

Subject	Key Stage 1	Key Stage 2
English	2	2
Welsh as a Second Language	3	3
Mathematics	2	2
Art	2	2
Music	2	3
Religious education	2	2

15. Pupils with SEN make good progress as a result of the very good provision and help they receive.
16. In the end of KS1 national teacher assessments for seven year olds, starting from a below expected base, the proportion of pupils in the small group assessed who attained at least the expected level (Level 2) was well above the UA and national averages in English, mathematics and science and also when these results were combined. The proportion of pupils reaching the higher level (Level 3) was also above these averages in English but below in mathematics and science. In these assessments girls performed better than boys.
17. When these results are compared to schools with a similar proportion of pupils entitled to free school meals in the UA, the school performed well above most of these similar schools. Since 2005, the overall trend in performance in these assessments has been positive with the school maintaining high standards.
18. In the end of KS2 national teacher assessments for 11 year olds in 2007, the proportion of pupils reaching or exceeding the expected level (Level 4) was above the UA and national averages in English, mathematics and science. The combined results were also above these averages. The proportion of pupils reaching the higher level (Level 5) in English was below the UA and national averages. In mathematics and science the proportion of pupils reaching Level 5 was above these averages. In 2007 boys out-performed girls in English and mathematics and girls out-performed boys in science. Overall boys' attainment was higher than that of girls.

19. When these results are compared to schools with a similar proportion of pupils entitled to free school meals in the UA, the school's results were well above these similar schools. Since 2005 results at the end of the KS2 national assessments have been consistently above those similar schools. All pupils make good progress. The school has exceeded the targets set for it with the UA.
20. Standards and progress in key skills are Grade 2 (good features and no important shortcomings). In the nursery and reception and in KS1 and KS2, standards and progress in communication in Welsh are Grade 3 (good features outweigh shortcomings). In the nursery and reception, children are beginning to respond to simple questions. In KS1 and KS2 pupils lack confidence to speak and write at any length. Pupils' bilingual skills are the same.
21. Communication skills in English are Grade 2 overall. Children in the nursery and reception make good progress and listen well. They speak confidently and are beginning to appreciate that words carry meaning. In KS1 and KS2 pupils' standards in the key skills of speaking, listening and reading are Grade 2. Pupils in KS1 learn to write neatly and are able to compose short pieces of writing for example, in history and geography. However in KS2 pupils do not use the skills they show in English in other subjects. Their writing is too brief and restricted by the over use of published worksheets.
22. In mathematical development, in their problem solving skills, creative skills, personal and social skills, and when working with others, standards are Grade 2 as are pupils' understanding of their Welsh heritage and culture. However pupils' skills in the use of information and communications technology (ICT) have good features which outweigh shortcomings. While children in the nursery, reception and KS1 make good progress and are learning to apply their understanding, older pupils in KS2 have limited knowledge and ability to use ICT confidently in other subjects.
23. Pupils' knowledge of how to improve their own performance is also Grade 3. In the nursery and reception children discuss readily with their teachers how they could do things better. In KS1 and KS2, pupils are not given enough opportunities to consider the small, achievable steps they need to make to learn more.
24. Across the school pupils' behaviour and attitudes to learning are good and nearly all pupils work hard and wish to succeed. They show self-confidence and are polite. They get on well together.
25. Attendance at 92% is just below the national average for pupils in primary schools and in line with those in the UA. Attendance is just below the WAG target of 93%. Nearly all pupils arrive punctually at the beginning of each school day.

The quality of education and training

Grades for teaching

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

26. These figures are above the national picture reported by HMCI in the Annual Report (2006/2007) where the quality of teaching nationally was at least Grade 2 in 80% of lessons with 14% having outstanding features. These figures are also above the WAG 'Vision into Action' document where the target for 2010 for the quality of teaching observed by Estyn is for 80% of classes to be Grade 2 or better.
27. In the nursery and reception teaching is well planned and organised for children to take part in and to enjoy a wide range of suitable learning experiences.
28. Across the school in the best lessons the outstanding features include: -
- high expectations of what pupils should achieve;
 - enthusiastic, positive support and encouragement;
 - very constructive relationships between all adults and pupils;
 - very lively introductions which make the subjects come to life;
 - very well developed understanding of how to teach systematically the skills of English;
 - rich variety of well planned activities;
 - very good subject knowledge;
 - clear explanations and demonstrations of what is expected;
 - careful review of the progress pupils have made; and
 - high quality teamwork between teachers and their assistants.
29. Where there were some shortcomings these were: -
- opportunities missed to extend pupils' bilingual skills;
 - over use of un-demanding published worksheets; and
 - willingness to accept untidily presented work.
30. Assessment, recording and reporting procedures are Grade 2. They are rigorous and meet statutory requirements. The information is well used to set longer term targets for pupils. The school is taking part in some activities with other schools in the area to promote agreement about the standards pupils attain. However this process is ongoing. In some classes assessment information is beginning to be used to identify the small steps pupils should make in order to improve and to share that information with the individual pupil. This practice is not used consistently across the school.
31. There are detailed annual reports to parents which outline in broad terms what pupils should do to improve. Parents have regular formal and informal opportunities to visit the school to discuss their children's progress. The

curriculum provided by the school meets legal requirements for the NC and the locally agreed syllabus for religious education. The school plans well for children in the nursery and reception so that they build systematically on what they already know and can do. The curriculum is broad and balanced. A particularly strong feature is the provision made for the use of the outdoors. It meets the needs and range of pupils well.

32. While planning for the teaching of all subjects is sufficiently detailed, planning for the teaching of the key skills does not clearly indicate what should be taught in each of the key skills year on year in order that pupils build systematically on what they already know and can do. The curriculum is substantially enriched by a good range of outdoor activities and visits.
33. Provision for pupils' spiritual, moral, social and cultural development is good. The school provides meaningful opportunities for pupils to reflect upon their own lives and those of others. The school places heavy emphasis on respect for other cultures, honesty, fairness and personal responsibility. Pupils have good opportunities to be made aware of their own heritage and their Welsh identity. However provision for the development of pupils' bilingual skills is Grade 3. The school lacks a coherent policy in this aspect of the curriculum.
34. The school's partnership with parents, schools, colleges and the local community are Grade 2. Many parents are supportive of the school and feel that they are welcomed into it. They are well informed and have easy access to teachers. The school provides good quality work related education. Understanding of the world of work is successfully promoted through educational visits to a wide variety of commercial and industrial sites.
35. Arrangements for homework are good and provide pupils with useful opportunities to build on what they have already learnt in school.
36. The school promotes equal opportunities well. There are effective policies in place to overcome social disadvantage and stereotyping. Pupils have a good awareness of the need to look after natural resources and to protect the environment. They are successfully encouraged to see themselves as citizens of the world as well as of their own country.
37. The school has carefully produced plans and arrangements to support pupils' well-being which are put into practice effectively. Pupils benefit from an appropriate healthy eating and living strategy.
38. The personal support and guidance of pupils is good. All staff know pupils very well. There are effective procedures to monitor and support pupils' academic progress, social development and personal welfare. Child protection arrangements are in line with local guidance. The school council successfully gives pupils very worthwhile opportunities to work together and play a full part in decision-making.

39. The support for pupils with SEN is an outstanding feature of the work of the school and is Grade 1. It is very well managed. Individual education plans (IEPs) are very detailed and put into effect very successfully. The requirements of the Code of Practice for SEN are met in full.
40. There are detailed procedures in place to monitor pupils' attendance, punctuality, behaviour and performance. The school has extensive and effective arrangements for dealing with issues of race equality, disability, discrimination, bullying and equal opportunities and all forms of harassment. There is an accessibility plan in place based on a detailed survey of the site. The buildings and facilities are accessible to those with physical disabilities.

Leadership and management

41. The acting headteacher provides a purposeful and effective lead to the school and has ensured that the school functions well despite a significant amount of disruption as a result of staff absences. Staff work well together and there is a positive atmosphere across the school.
42. Despite difficulties, the current teaching staff manage their areas of responsibility well. They work closely with the acting headteacher and are determined to maintain high standards in the national teacher assessments and where possible to improve pupils' knowledge and understanding in all subjects.
43. The school takes careful note of national priorities and local initiatives. Preparation for the introduction of the Foundation Phase is well advanced. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are effectively organised.
44. The governing body is well led and plays a full part in the life of the school. Governors take an active role in decision-making and have a clear view of the long-term strategic needs of the school. They meet their statutory duties in full.
45. The process of self-evaluation is thorough and based securely on a wide range of data. It is well established. All those with a stake in the school including parents and pupils have contributed to the judgements made. The school's self evaluation report is sufficiently detailed. It is accurate. It is well used with the school development plan (SDP) to help to frame the school's performance management programme and to set the agenda for further school improvement.
46. Since the last inspection in June 2002 the school has made good progress in addressing the key issues of that inspection.
47. There is an adequate provision of well-qualified teachers and teaching assistants. The accommodation is safe and attractive with considerable high quality outdoor facilities, which provide a very stimulating environment for learning. There is an effective programme for the induction of newly qualified

teachers and for teachers who are new to the school. Day-to-day administration is good humoured and of a high quality.

- 48. There is a very good range of resources in all subjects except Welsh to support learning. These are well used and are readily available. Books and resources for the teaching of Welsh are insufficient to meet the needs of pupils.
- 49. Bearing in mind the overall quality of education provided and the progress many pupils make often from low starting points, the school gives good value for money.

Recommendations

In order to improve the school in the areas inspected, the staff and governing body need to: -

- R1 raise standards in Welsh as a second language and music where they are Grade 3 and also in the key skills of information and communications technology and bilingualism;
- R2 strengthen the school's assessment arrangements so that pupils across the school are consistently made aware of the small achievable steps they should make in order to improve further;
- R3 improve the overall quality of pupils' presentational skills and their ability to write for different purposes and reduce teachers' reliance upon published worksheets; and
- R4 improve the planning for key skills so that the plans contain clear indications of what pupils should be taught year on year in each of the key skills in order that pupils can build systematically on what they already know and can do.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

A copy of this summary is sent to every family with a child at the school. The full report can be obtained from the school.

Standards

Key Question 1: How well do learners achieve?

Grade 2: Good features and no important shortcomings

50. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
51. Pupils' standards of achievement in the lessons in the subjects inspected during the inspection are as follows: -

Pupils' standards of achievement	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	7%	80%	13%	0%	0%

52. These figures are above those found in HMCI's Annual Report (2006/2007) where 70% of lessons in primary schools were Grade 2 or better. These figures are also above the target set for primary schools in the WAG 'Vision into Action' document where the expectation for primary schools by 2010 is for the quality of learning assessed by Estyn to be Grade 3 or better in 98% of lessons.
53. Baseline assessments indicate that children's basic skills are below those expected and usually found amongst children of this age.
54. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Outcomes for Children's Learning.

Grades for standards in subjects inspected

Inspection Area	KS1	KS2
	Grade	Grade
English	2	2
Welsh as a Second Language	3	3
Mathematics	2	2
Art	2	2
Music	2	3
Religious education	2	2

55. Pupils with SEN are very well supported and they make good progress.
56. In the 2007 national teacher assessments for seven year olds in English, mathematics and science in the small group of pupils assessed, standards of attainment were well above the UA and national averages in all three subjects and when these results were combined. Nearly all pupils achieved the expected level (Level 2) in English and many reached the higher level (Level 3). In mathematics and science while many reached Level 2, few reached Level 3. In these assessments girls attained higher than boys. When these results are compared to schools in the UA considered to have a

similar proportion of pupils entitled to free school meals, the results were very high as they have been generally since 2005. Pupils make good progress bearing in mind their often below expected starting points.

57. In the KS2 national teacher assessments for eleven year olds in 2007, the proportion of pupils reaching the expected level (Level 4) was above the UA and national averages in English, mathematics and science and when these results were combined. The proportion of pupils reaching the higher level (Level 5) in English was below the UA and national averages. In mathematics and science they were above these averages. In 2007 boys reached higher standards than girls in English and mathematics and lower standards in science. In the combined results boys attained better than girls.
58. When these results are compared to schools with a similar proportion of pupils in the UA entitled to free school meals the school performed well above these similar schools. Since 2005 results have been consistently above these similar schools and all pupils make at least the progress it would be reasonable to expect of them. In 2007 the school exceeded the targets agreed with the UA.
59. Overall pupils' achievements in the key skills are Grade 2. In the nursery and reception children, starting from a low base, make good progress in speaking, listening, reading and writing in English. They are able to recognise that words carry meaning. In KS1 and KS2 in the key skills of speaking, listening and reading, standards are Grade 2. Pupils listen well and respond confidently. Their reading skills in English are well developed across the key stages. They use this key skill well to find out information. However while pupils write well in English as a subject, they do not apply these skills in other subjects where their written responses are often too brief and restricted by the nature of the tasks set for them. They do not write sufficiently at length in a range of subjects and for different reasons. This is because they are only asked to complete undemanding worksheets.
60. Pupils' communication skills in Welsh are Grade 3. In the nursery and reception, children are beginning to recognise simple phrases and responses. In both KS1 and KS2 pupils lack confidence to follow instructions readily when given in Welsh. They are only beginning to write simple sentences in Welsh or to read in Welsh as part of their general reading activities. Pupils' bilingual skills also follow a similar pattern and are Grade 3.
61. Across the school, pupils' mathematical skills are Grade 2. In the nursery and reception children make good progress in applying their growing understanding in different situations. In KS1 and KS2 pupils use grids and graphs to gather and to interpret information for example, in science, geography and religious education. They measure accurately in design technology.
62. Overall pupils' skills in ICT are Grade 3. In the nursery, reception and KS1 pupils' ICT skills are Grade 2 and they make good progress. However in KS2 pupils have only limited skills in editing, recording and improving their

work using word processing skills. They do not regularly make for example, high quality presentations in history. Their research skills are limited.

63. Pupils' understanding of the richness of their Welsh culture is Grade 2. They are aware of the history of the area in which they live and with some of the traditions and legends of Wales. They visit a range of places of interest both nearby and further afield. They have a knowledge of some Welsh artists, composers and musicians.
64. Pupils' personal and social skills are Grade 2. Starting in the nursery and reception, pupils know how to behave sensibly and how to show consideration for each other. Older pupils accept responsibility readily and behave maturely. They show a strong sense of community.
65. Across the school pupils' problem solving skills are Grade 2. In the nursery and reception they are beginning to think things out for themselves. In KS1 and KS2 they respond well to questions and challenges which test their abilities to apply what they have learnt to different situations, for example, when making moral judgements in religious education.
66. Pupils' creative skills are Grade 2. Across the school from the nursery they express themselves confidently in art, music and dance. They use a wide range of materials and media to illustrate their work. Pupils in all parts of the school including those in the nursery and reception work very willingly together. They share their ideas and resources generously and they co-operate well.
67. In the nursery and reception children discuss informally with their teachers what they have done well and what they should do next. However in general in KS1 and KS2, pupils' knowledge of what they need to do to improve their own learning and performance are Grade 3. They do not evaluate their own performances sufficiently in order to identify what they need to do to improve. They do not know the small steps they should make in order to raise their standards further.
68. Pupils' behaviour and their attitudes towards learning are good and the school is a friendly, welcoming and supportive community. The school has implemented a range of strategies to enhance pupils' self-esteem and confidence, and this has contributed significantly to the positive behaviour of pupils and the quality of life in the school. Pupils are courteous, polite and relate well to each other, to staff and to visitors.
69. Most pupils have positive attitudes towards learning. They listen carefully to their teachers, engage with the tasks set for them and persevere to the best of their abilities.
70. Attendance rates for the past three terms average 92 %, which is just below national averages for pupils of primary school age but in line with local rates of attendance. Most pupils are punctual and keen to attend school. Registration is undertaken efficiently and lessons start promptly.

71. The school is working diligently to improve attendance rates but is hampered by the number of parents who withdraw their children for holidays during term time. The school meets all WAG requirements with regard to attendance.
72. Pupils are developing the skills to work independently and they work together in pairs and groups with confidence. The mutual help and support they offer to each other are particularly strong features of their learning.
73. Pupils' personal, social, moral and wider development is good. The positive relationships that pupils enjoy with staff, the supportive ethos of the school, the contribution of discussion time within the personal and social education programme and the sensitive moral and spiritual content of collective worship enables pupils to develop a secure set of moral and personal values to guide them. Pupils demonstrate respect, care and concern for others.
74. In discussion with pupils they demonstrate a mature awareness of equal opportunities issues and feel strongly that all people should be treated fairly and with respect and understanding. They display a sincere respect for the diversity of beliefs, attitudes and cultural traditions within their school, their community and the wider world.
75. Pupils are well prepared to understand and participate in the life and work of the local community and very good use is made of the locality as a learning resource. The school is highly committed to the local community, supports a range of community activities and readily welcomes visitors from a wide range of community groups and community projects.

The quality of education and training

Key Question 2: How effective are teaching, training and assessment?

Grade 2: Good features and no important shortcomings

76. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
77. The quality of teaching was judged as follows: -

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
21%	79%	0%	0%	0%

78. The quality of teaching is Grade 2 or better in 100% of lessons. These figures are well above the national picture reported by HMCI in the Annual Report (2006/2007) where the quality of teaching is outstanding in 14% of lessons and good with no important shortcomings in 66% of lessons. These figures are also above the 2010 targets for primary schools set out in the WAG 'Vision into Action' document where the quality of teaching assessed by Estyn is to be Grade 2 or better in 80% of classes.

79. In the nursery and reception classes teachers plan thoroughly and organise effectively a wide range of suitable learning experiences. Teachers and their assistants work closely together and ensure that children settle happily into school and achieve success generally from lower than expected starting points.
80. Across the school, teachers plan carefully and systematically so that their lessons are well structured and well matched to the different needs and abilities of all pupils. Teachers show high expectations of what their pupils should achieve and provide enthusiastic, positive encouragement in order to help their pupils believe that they can succeed. There are very constructive relationships between all adults and pupils in the school.
81. In the best lessons, which have several outstanding features, the lessons begin with very lively introductions, which catch and hold pupils' interest and enthusiasm very effectively. The teachers dramatically make the subjects come to life, for example when reciting the poem 'The Jabberwocky' as part of an exercise in punctuation. They show a very good understanding of how to teach the skills of English systematically. They use the time available very well so that the lessons have considerable pace and purpose. There are a rich variety of activities with which pupils actively engage and work hard. Teachers show very good subject knowledge for example, when promoting pupils' skills in solving problems in mathematics. In the best lessons they successfully encourage pupils to use incidental Welsh regularly and appropriately.
82. The objectives of lessons are clearly explained at the beginning and pupils are made very aware of what they should achieve by the end of the lesson. Teachers demonstrate very well so that pupils have good examples to follow. At the end of lessons teachers carefully review the progress pupils have made and warmly acknowledge individual successes.
83. In many lessons teachers show high levels of professional skill in promoting a strong sense of teamwork between themselves and their assistants. As a result, all pupils are consistently well supported in their learning and make good progress in a happy and positive atmosphere.
84. Where teaching had some minor shortcomings, opportunities were missed to extend pupils' abilities to use incidental Welsh in a range of different contexts. In some lessons teaching was over-dependent on the use of published worksheets which inhibited to some degree, pupils' abilities to write in more extended forms. In a few lessons teachers were too ready to accept work which was untidy.
85. The school has a clear and well-focused assessment policy which outlines the various stages and times that assessment of pupils' work should take place. The rigour of assessment systems based on standardised tests and the use of NC data to improve learning is Grade 2 and meets statutory requirements. The data from tests, including baseline assessments, is used well to track pupils' achievements and progress and to set appropriately challenging targets for end of

key stage attainment in English, mathematics and science. Overall this provides the school with a useful and manageable record of pupils' progress. These procedures also enable the school to identify pupils, at a very early stage, who require support with their learning.

86. The school is developing a record to track pupils' key skills development in all subjects. In some cases it provides a useful picture of the pupils' application of these skills but it is used inconsistently. The school is taking part in activities with other schools in the area to promote agreement about standards. However this process has not yet been complete.
87. The school has started the work of setting individual targets for pupils. This is very much in its early stages and not all pupils are sufficiently involved in the steps of setting short-term targets in their own reviews and evaluations. Consequently all pupils are not fully aware of what they need to do to improve their own work and to strive for improvement. The school has a clear marking policy, which is used systematically across the school.
88. Parents have regular formal and informal opportunities to visit the school to discuss their children's progress and review their work. The annual reports to parents are detailed. There are sufficient opportunities for pupils to receive regular homework which provides meaningful opportunities for pupils to build on what they learn in school.

Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?

Grade 2: Good features and no important shortcomings

89. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
90. The curriculum is appropriate to pupils' needs, interests and aspirations.
91. The overall quality of the provision for the early years has improved considerably since the last inspection. Planning so that children learn systematically is good and their experiences engage them fully and are meaningful to all. There has, recently, been a considerable investment in the space and resources for these children.
92. The school provides a broad and balanced curriculum that complies with statutory requirements. A special strength of the provision is that all learners benefit from a wide and rich range of outdoor learning experiences. The school uses its woodland trail, willow garden and amphitheatre very effectively. However, planning does not always reflect the full range of work shown in the subject schemes of work. It does not ensure the key skills are progressively taught from year to year in order that pupils build systematically on what they already know.

93. The school places a strong emphasis on providing its pupils with a range of experiences outside the school. Visitors to the school also play a key role in the educational provision that enhances and enriches the learning experiences of the pupils. Outside of hours activities such as sport and art clubs are well supported and complement and extend the curriculum and make a sound contribution to the personal and social development of its pupils.
94. Provision for pupils' personal, spiritual, moral, social and cultural development is good. Religious education, collective worship, impromptu discussion times, as part of the school's Personal and Social Framework, make a significant contribution to the development of these aspects of the pupils' life and experiences in the school. During collective worship, which meets legal requirements, pupils are respectful of other cultures and are given time to reflect and question significant issues. Classroom rules emphasise the qualities of honesty, fairness and respect and pupils are taught to take responsibility for their own actions in and around the school.
95. The development of pupils' cultural awareness is suitably developed through the subjects of art, history, geography and religious education.
96. Y Cwricwlwm Cymreig is well promoted in subjects such as history and literacy when pupils write about characters such as Twm Sion Cati and Madoc and listen in awe, in a whole school gathering, to the story of Gelert. This and several other features such as visits to the 'Senedd' in Cardiff Bay and the National Botanic Gardens in Carmarthenshire develop pupils' awareness of their Welsh identity. However, the provision, to visually and orally promote pupils' bilingual skills, lacks consistency and planning. The absence of a structured whole-school approach and policy to developing pupils' bilingual skills limits the standards achieved. Good practice was observed at times in some classes but the school lacks a coherent policy for this.
97. The school's partnerships with parents, schools, colleges and the local community are good and enrich pupils' learning experiences.
98. Many parents are supportive of the school and during the inspection a significant number approached inspectors and stated that they feel welcome in the school, are listened to and have ready access to the acting headteacher and staff. Parents are kept well informed about the life and work of the school and all have readily accepted the home/school agreement.
99. The friends association, although small in number makes an excellent contribution to the life and work of the school. The association organises many social and fund-raising activities that enhance links with the local community and provide the school with a valuable source of additional income.
100. The school's partnerships with the two receiving secondary schools are well established and contribute to the successful transfer of pupils. Regular liaison meetings, an exchange of information and ideas, teacher exchanges, joint in-

service training and work that spans Y6 and Y7 help pupils to move forward so that they systematically build on what they know and can do.

101. The school has no partnership arrangements with initial teacher training institutions but regularly welcomes students from local secondary schools and colleges who are undertaking vocational and child-care qualifications. Students are well supported by staff and they make a positive contribution to the school.
102. Excellent partnerships have been developed with the local community. Local community groups including personnel from Llanharan Community Development Project, the Community Council, the Old Age Centre and the parish church provide consistent support and sponsorship. Their commitment is greatly valued by staff, governors and pupils. These partnerships have a positive impact on pupils' learning and understanding of the community in which they live.
103. The school's provision for work related education is good. The school promotes pupils' understanding of the world of work through educational visits to a range of retail, commercial and industrial sites in the locality and further afield. Pupils are gaining a good understanding of different working environments and the variety of work available. Teachers give due attention to the vocational aspect of the personal and social education programme and pupils receive visits from a range of personnel linked to different occupations and professions.
104. The school enjoys a highly productive working relationship with the Education Business Partnership (EBP). Teachers have undertaken a wide range of relevant business placements, which have enhanced professional development and enriched significantly curriculum provision for pupils. In particular, the contribution of placements and the partnership with the National Botanic Garden of Wales has been an outstanding success.
105. The school's policies and procedures to promote equal opportunities and to tackle social disadvantage and stereotyping are successful, and pupils make good progress regardless of their ability, gender, race or backgrounds. The acting headteacher and staff work in close partnerships with a range of external welfare agencies to secure the best possible support for children and their families.
106. Provision for education for sustainable development and global citizenship is good and is an integral part of the school's curriculum. The school makes good efforts to act in a sustainable way and pupils are involved in re-cycling, composting and waste minimisation schemes. Their understanding of environmental, conservation and global issues is good.
107. Pupils are fully involved in the development of their school grounds and speak with passion and enthusiasm about what they have achieved. They are very proud of their school and local community. They strongly feel they

can make a real difference, both locally and globally, through active citizenship and care for the environment.

108. As part of the eco-schools award scheme, the school has received the bronze and silver awards in recognition of its commitment to conservation and the environment. It is working towards achieving European Green Flag status.
109. The school makes good provision for the development of pupils' entrepreneurial skills. Pupils are involved in a range of enterprise activities, including the running of the school's fruit tuck shop, designing and making Christmas cards for sale and raising funds by car washing. Pupils use their problem solving and decision-making skills well to translate their ideas into practical and profitable solutions. The school successfully plans to support pupils' well being and provides all pupils with a clear image about the importance of healthy eating and living.
110. The school is successfully laying the foundations for lifelong learning and community regeneration. The 'wrap around' provision offered to children through the breakfast club and the range of after-school activities is greatly valued by families. The school is encouraging children to become more independent in their learning. The transition arrangements to secondary school are well established and effective.
111. The acting headteacher, staff and governors are fully committed to the local community and work in close partnership with a range of local agencies to secure the regeneration of the local community and to support children and their families.

Key Question 4: How well are learners cared for, guided and supported?

Grade 2: Good features and no important shortcomings

112. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
113. The quality of care, support and guidance provided by the school is consistently good. The acting headteacher and staff know pupils very well, and effective procedures are in place to monitor and support pupils' academic progress, social development and personal welfare.
114. The school works well in a full and productive partnership with a range of agencies and support services to ensure pupils' needs are carefully assessed and provided for. The school liaises closely with the UA and draws on the expertise of a range of external support services when required. This is particularly beneficial for children in vulnerable and challenging circumstances. The school is working diligently to ensure parents feel confident to express their views and opinions and to recognise that those views will be well considered and taken into account. Pupils are given good

opportunities to express their views and do so confidently through the school council.

115. The school council is a successful good forum for the development of pupils' personal and social skills and provides a good opportunity for pupils to work together and to contribute to decision-making. School councillors feel that the acting headteacher listens carefully to them and often acts upon their recommendations.
116. The induction procedures for pupils entering the school, moving up classes and transferring to secondary school are effective and ensure pupils settle quickly into their new environments with minimal disruption to their learning.
117. The school provides good personal support and guidance to pupils. In discussion, pupils praised the quality of relationships between themselves and adults in the school. Pupils are confident in seeking the help and support of the acting headteacher and staff. They readily turn to adults for help and are listened to and treated with respect.
118. Pupils have access to a relevant personal and social education programme, in line with national recommendations. Aspects of this are having a positive impact on pupils' emotional, personal and social development, especially through the 'discussion time' initiative.
119. Good procedures are in place to monitor pupils' attendance, punctuality, behaviour and performance and the school responds quickly to any situation giving cause for concern. Pupils whose behaviour is giving cause for concern are counselled, parents are involved and extra help from the UA is sought. The school works in close partnership with the behaviour support teacher who works with individual pupils within the school and with the educational centre where pupils are referred when they need specific support with emotional and behavioural issues.
120. The acting headteacher and school clerk monitor attendance and punctuality carefully. Effective follow-up procedures are in place, including regular liaison with the education welfare service.
121. Class teachers carefully review pupils' academic performance. However pupils play no part in understanding and planning their own progress.
122. The school has a detailed policy and set of procedures to promote health and safety, including risk assessment, which are monitored and implemented by the acting headteacher, staff and the governing body. Arrangements for dealing with accidents and emergencies are well established and effective, and pupils are well supervised at all times.
123. The school is successful in promoting healthy eating and a healthy lifestyle. Pupils are encouraged to eat only fruit at break time, and fresh water is readily available throughout the school day. Pupils regularly take part in

many sporting and physical activities that contribute to their health and well-being.

124. The duty of care is fundamental to the school's ethos and staff work in children's best interests to safeguard them, secure their welfare and protect them from harm. A clear policy and set of procedures are in place to deal with child protection issues, which conform to local guidance. The acting headteacher is the designated member of staff with responsibility for child protection and she ensures all staff are aware of the correct procedures to be followed and that staff have regular access to training.
125. The quality of provision for pupils with SEN is an outstanding feature in the work of the school. The school's rigorous assessment procedure enables it to identify those pupils requiring additional support at a very early age. Many of these pupils with low base line scores when entering the school make good progress and reach or even exceed the expected levels in the core subjects at the end of both key stages. The school also keeps a register of those more able pupils and provides them with appropriately challenging and extension tasks and monitors their progress carefully.
126. There is a clear policy for SEN and this provision is efficiently managed by the acting headteacher, supported by an experienced and effective language support teacher. All the school's procedures fully comply with the SEN Code of Practice.
127. All pupils with SEN have IEPs, which are of a very good quality. The targets set are appropriate and achievable. Parents are consulted at all stages and encouraged to be involved in helping their children to improve. These IEPs are reviewed regularly and pupils are involved in this process and frequently make their own written comments.
128. All pupils with SEN are fully integrated into the life of the school. Teachers make provision for them in lessons to ensure that they progress steadily towards the targets set in their IEPs. They also ensure that these pupils have a share in the work of the class by adapting the work to suit their abilities. These pupils are also ably supported in their withdrawn sessions where the work is well targeted and structured to meet their needs. These pupils consequently make very good progress.
129. Through its structured personal and social education programme and specific and impromptu discussion times the school also caters well for those pupils whose behaviour impedes their own progress or that of others.
130. The school makes good use of the expertise and help of outside agencies in supporting pupils with SEN. This again ensures that these pupils get good quality care and guidance.
131. The quality of provision for equal opportunities is good. The school recognises the diversity of pupils' backgrounds and takes this into consideration when planning and delivering support and guidance. Teachers

are skilled at challenging stereotypes and they ensure boys and girls receive equal opportunities within the classroom and have equal access to all other facilities within the school.

132. Good race relations are promoted successfully and the school values, respects and celebrates diversity. Appropriate statutory policies are in place, which underpin the school's good practice.
133. The school takes all reasonable action to secure the equal treatment of disabled pupils. In line with the Disability Discrimination Act (2005), the school has undertaken an accessibility audit and a plan is in place to demonstrate how staff will make improvements in access to the curriculum, physical access and the provision of information for disabled pupils. The school utilises the disability equality scheme guidelines prepared by the local authority and has adapted it to meet its needs.
134. There are effective measures in place to eliminate oppressive behaviour, including bullying, racial discrimination and all forms of harassment. The school monitors and responds to any incident promptly. Such incidents are infrequent and the school functions well as a supportive, inclusive community where all pupils are valued equally.

Leadership and management

Key Question 5: How effective are leadership and strategic management?

Grade 2: Good features and no important shortcomings

135. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
136. The acting headteacher provides a very positive and dynamic lead to the school and has managed a considerable amount of disruption caused by absence of some of the permanent teaching staff very well. The acting headteacher has a clear vision for the future needs of the school and is moving purposefully to achieve these goals. Notwithstanding the staffing difficulties, those teachers and support assistants currently working in the school work together well and are mutually supportive. They form a well-motivated team.
137. Much has been achieved to build on previous successes in maintaining and continuing to improve high standards particularly in English and mathematics. All teachers plan and teach these subjects systematically in similar ways so that all pupils make good progress. The acting headteacher provides a very strong role model in this as she does in promoting further positive links with parents and the local community.
138. Although delegating responsibility for the management of subjects has been problematic, those temporary teachers who have been in the school for some

time as well as the remaining permanent staff, have provided positive leadership and have carefully carried out reviews of their subjects.

139. There are detailed arrangements to assess pupils' long-term progress, to identify long-term achievement and to provide additional support where necessary. However this information is not consistently well used to identify short-term targets for individual pupils to aim to reach. There are good arrangements to support newly qualified teachers and teachers who are new to the school.
140. The school takes carefully account of national priorities and local initiatives. The school promotes an awareness of healthy lifestyles and healthy diet. Links with the local community have been strengthened. The school council is active and takes its responsibilities seriously, for example in promoting the need to protect the environment. Preparations for the Foundation Phase and for the introduction of Curriculum 2008 are moving to plan. Arrangements to provide teachers with time during the taught week to plan, prepare and assess are carefully and effectively managed. The school is conscious of the need to develop pupils' bilingual skills further and is beginning to address this issue. There are well-organised breakfast and after school clubs. There are positive links with other schools in the area including the two secondary schools to which most pupils transfer.
141. Despite the difficulties implicit in the current staffing arrangements, the school has made best use of the practises in place for the acting headteacher to look first hand at teaching and learning. This information is well used to address teachers' training needs. All those working at the school have been fully involved in attendance at the appropriate staff training and staff development events. Links between teachers' individual needs and the school's performance management arrangements are effective.
142. The governing body is well led and is very much engaged in the life of the school. Governors are very committed to ensuring that the school is a happy and purposeful place where pupils and staff work together successfully. Governors are fully involved in decision-making and have a good appreciation of the school's longer-term needs. They are appropriately consulted and act well as a supportive yet critical voice. They are well informed about the school's performance in the national teacher assessments and take an active role in determining the long-term strategic direction for the school. The governing body meets all of its statutory duties in full.

Key Question 6: How well do leaders and managers evaluate and improve quality and standards?

Grade 2: Good features and no important shortcomings

143. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.

144. The procedures for gathering information about the performance of the school are thorough and involve the collection of a wide range of materials. The acting headteacher and staff are well informed about the performance of their areas of responsibility. Despite staffing difficulties, detailed reviews of all subjects have been carried out and discussed. Teachers systematically evaluate and predict pupils' progress and act upon the information they have gathered effectively, for example, in maintaining high standards of attainment in the national teacher assessments.
145. Staff, pupils, parents, governors and the UA have been appropriately consulted in the process of self-evaluation. Teaching and non-teaching staff have been fully involved in contributing to the drafting of the report. The views of pupils and parents have been sought through questionnaires, which have been carefully analysed. Governors have been given good opportunities to express their views of the school and to discuss and compare their opinions of what the school does well with those of the teachers.
146. The school's self-evaluation document is sufficiently detailed and clearly set out. The strengths and areas for improvement are well expressed. It is accurate. The document is closely linked to the SDP, which sets out priorities for improvement in detail. These are carefully costed and tracked to evaluate their success.
147. The school's improvement process is appropriately linked to its performance management programme which takes full account of local and national priorities including the successful introduction of good arrangements to provide sufficient time during the taught week for teachers to plan, prepare and assess. It is an effective tool for planning for continued improvement.
148. The inspection team agrees with the school's identification of its strengths and areas for improvement. The inspection team also agrees with the judgements made by the school in its self-evaluation in each of the seven key questions.
149. Since the last inspection in the summer term 2002 the school has generally made good progress in addressing most of the key issues of that inspection.
150. Standards in religious education have improved. The roles of subject co-ordinators have been extended and despite the absence of some permanent teaching staff, their leadership duties have been successfully discharged. There is now a well-developed system for tracking pupils' progress and for using information from teachers' assessments to plan lessons well. Provision for children in the nursery and reception is of a good quality and fully meets their needs.
151. However, there is still a need to raise standards further in Welsh and to improve pupils' writing skills. While pupils write well in English they do not utilise the key skills sufficiently in other subjects.

Key Question 7: How efficient are leaders and managers in using resources?

Grade 2: Good features and no important shortcomings

152. The findings of the inspection team matched the judgements made by the school in its self-evaluation report.
153. Although the school has recently experienced difficulties in maintaining its staffing structure, the acting headteacher and governors have been successful in ensuring that there are sufficient teachers who are well trained and deployed for the number of pupils on roll. They bring with them a useful range of expertise, experience and skills.
154. The school has systems to ensure good professional development in line with objectives identified during the process of performance management. Arrangements for planning, preparation and assessment time are effective. In this respect the school has employed an experienced teacher who brings into the classroom a good range of expertise and subject knowledge. There are detailed arrangements to support newly qualified teachers who are new to the school.
155. The quantity, quality and deployment of teaching assistants are appropriate. They contribute effectively to the quality of learning throughout the school especially in supporting those pupils who have SEN. The school has made good use of the opportunities available for remodelling the workforce in order to strengthen its administrative functions.
156. The school clerk works effectively in a professional partnership with the acting headteacher. She is an important part of the school team and makes a valuable contribution to the day to day running of the school. Other members of the non-teaching staff contribute well to the very strong sense of community and family ethos in the school.
157. All learners have good access to a very good range of materials and resources which are matched well to their needs. The school has recently invested substantially in purchasing up to date laptop computers and this is beginning to have a positive influence on developing pupils' skills in this area. Each classroom is well stocked with a broad range of books, which enhance the pupils' reading and research skills. The school is also well resourced for children in the early years. However, books and resources to support Welsh as a second language are insufficient.
158. The school's outside resources are outstanding features. This resource, which was in part supervised by the National Botanic Garden, includes a community willow garden, an outdoor amphitheatre, a woodland trail and a log walk. All enrich the learning experiences for all pupils. The outdoor resources make a significant contribution to learning in most subjects. Many pupils have been involved in making some of the resources such as the bird and badger boxes and to the numerous benches around the school site.

159. There is a good level of accommodation space which the school utilises well. The school systematically addresses its accommodation issues in its environment action plan. Classrooms are bright and attractive and promote a good working environment. Good quality displays in classrooms and throughout the school add to a stimulating environment. Staff responsible for the cleanliness and maintenance of the building do this well and diligently.
160. The school matches its resources well to its priorities. Strategic planning of finance is clear and helps to address the needs of the SDP and priorities linked to the school's own self-evaluation report. The governors monitor budget allocations closely and are involved in spending decisions.
161. Bearing in mind the progress pupils make, often from lower than expected starting points and the quality of education provided, the school gives good value for money.

Standards achieved in subjects

English

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

162. Pupils in KS1 speak confidently and clearly to adults and to each other. They use more expressive words to improve their speech and listen attentively.
163. Within KS2 younger pupils use language with increasing sensitivity. They have growing vocabularies and speak clearly. They appreciate that the meaning and sounds of some words are the same. They enjoy repeating rhythmically the patterns which go to make a poem scan.
164. Older pupils in KS2 have well developed speaking skills when taking on a role, for example when re-enacting the plot of the poem 'The Highwayman' they use 18th Century vocabulary and speech patterns confidently and accurately. They ask and answer pertinent questions in extended sentences.
165. Across KS1 pupils read reasonably accurately and nearly all know how to use their knowledge of the sounds letters make to read unfamiliar words they meet in their reading books. They enjoy and discuss the characters they read about. They know the main parts of a book.
166. Within KS2 many pupils read confidently. They self-correct and use their knowledge of how to hold an audience well. They read expressively. They prefer some authors to others and logically explain why. They know how to use the Internet to find out information and they do so regularly. In KS1 and KS2 pupils are at the expected level for their ages.
167. Pupils in KS1 make good progress in developing their writing skills. They compose a tree shaped poem and use adjectives well when doing so. They know that adjectives 'make you build a picture in your mind'. They write instructions in a logical order, for example about planting trees with 'Katie Morag' on the Isle of Struay. They write with increasing confidence about their favourite characters in the story. They know how to use capital letters and full stops correctly.
168. Across KS2, pupils have a good appreciation of how to construct a story, for example through the use of a story hill showing the progressive development of a plot from its opening to its resolution and ending. They use a dictionary and a thesaurus well to enrich their writing. They write persuasively and retell stories from different points of view in lively ways, for example when telling the story of 'The Lady Of Shallot' from her position. They listen carefully to music, for example to Elgar's 'Enigma Variations' and describe the characters of the people the music represents. They distinguish between fact and fiction when analysing the journey of Madoc to America and the character of Twm Sion Cati. They write effective

play scripts, which contain detailed stage direction. They have a good understanding of how to use similes and metaphors effectively.

Shortcomings

169. There are no important shortcomings.

Welsh 2nd language

Key Stage 1: Grade 3: Good features outweigh shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

170. In KS1, pupils are attentive and show enthusiasm in learning the language. They understand a range of familiar questions asked at various times such as registration and the majority respond appropriately in simple words or sentences. They know and use simple greetings such as 'bore da', 'prynhawn da' and some can use questions such as 'pwy wyt ti?' to retrieve personal information and respond appropriately to such questions as 'sut wyt ti?' They recognise several colours and count confidently to twenty.
171. When talking about the weather several respond well by saying that it is hot, ('mae hi'n boeth') and a few make a good attempt at saying what they need to wear in various weathers.
172. Many are making good progress in their reading. They display enjoyment in this reading session and their pronunciation of most words is generally correct. A few can describe what they have read.
173. By the end of KS2, some of these pupils are able to write simple phrases and sentences based on familiar patterns to communicate meaning. They readily compose sentences about themselves when they write 'mae bola tost 'da fi,' or when describing the fine weather, 'mae hi'n heulog.'
174. Younger pupils' understanding in KS2 is developing well. Several respond enthusiastically with clear replies and use phrases and short sentences appropriately. Many are beginning to use the pattern 'Ga i,' when asking for something and apply this practically in the routine life of the classroom. A few read their own work and their reading books with correct pronunciation.
175. KS2 pupils make sound progress in their writing skills. Many independently write simple conversations when they ask for something and reply using the words 'Cei,' or 'Na chei.' A few are beginning to extend these replies by using the connective 'achos.'
176. Some older pupils in KS2 successfully reinforce their oral, reading and writing skills through using simple dialogues.

177. Their writing skills develop steadily. They write brief accounts about what the family enjoy watching on the TV and a few write interesting and extended sentences using the word 'ac' about a fashion show. Several have drawn good posters about Rhydian Jones on the 'X factor' television show and have written brief sentences to describe him.

Shortcomings

178. Younger and older pupils' have limited ability to converse. Many are unable to sustain a simple conversation.
179. The range of patterns and vocabulary that the pupils know and use confidently is narrow particularly amongst the older pupils in KS2. For example, few know the days of the week and the months of the year.

Mathematics

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good features

180. In both key stages pupils respond quickly and enthusiastically to mental challenges. They use mathematical terms confidently and correctly and distinguish between reality and illusions.
181. Within KS1 pupils quickly and accurately realise which of a group of different shapes are symmetrical. Older pupils in KS2 quickly recognise that some everyday shapes such as a chimney are cuboids. They use a range of strategies to predict accurately what is a likely solution to a problem.
182. Within KS1 pupils carefully order numbers to 10 and add within 20. They add multiples of 10 to a two-digit number. They recognise fractional parts of a shape and draw accurate symmetrical patterns. They measure length carefully using standard units. They read the time on an analogue and on a digital clock. They add half an hour to a given time.
183. Within KS2, pupils correctly identify simple fractions and put them in order. They use, read and write metric measures. They recognise angles as the amount of turn between two lines. They estimate and order acute and obtuse angles.
184. Older pupils in KS2 estimate accurately when solving problems involving larger numbers. They recognise the link between percentages and fractions and express fractions in decimal notations. They solve problems using tables, charts and diagrams. They understand that an average can take several forms. They calculate the areas of regular shapes.

Shortcomings

185. There are no important shortcomings.

Music

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 3: Good features outweigh shortcomings

Good features

186. Pupils across both key stages sing a variety of songs with gusto, many of them in Welsh. Across the school and in whole school gatherings they listen to a range of music depicting a variety of moods.
187. Following the story 'The Spell Shell and King Neptune's Palace', KS1 pupils explore and experiment with the different ways that a word can be said. By saying a word loudly and quietly, smoothly and squeakily, they are developing an early and sound understanding of dynamics and timbre in music. Their understanding of pitch is also developed when they say some of these words in a high and then a low voice. Several recognise how to build a rhythmical composition with the different repeated elements of words and sounds and they do this effectively.
188. Younger pupils in KS2 have been listening to the music of Smetana and his composition 'Vltava,' the evocative and stirring picture of the river that flows through the city of Prague. Using tuned and untuned percussion instruments and vocal sounds they build up their own impromptu compositions in three scenes, of the River Taff as it begins its journey in the Brecon Beacons, flowing through Taffs Wells and finally into Cardiff. They focus on the elements of tempo and crescendo and make interesting suggestions about the sounds heard in the city as the river reaches its destination. They sketch out a score for their composition and select their instruments. They rehearse their composition well and the final performance of some groups is good and exciting.
189. The older pupils in KS2 have been listening to the music of Edward Elgar and his 'Enigma Variations' and discussing aspects of this music, which describe some of his friends. They choose their own famous person and two of their characteristics. Using a range of instruments and paying attention to timbre and pitch they build up their own musical pictures of these people.
190. Several of the pupils benefit from a variety of workshops led by professional musicians such as those from the Welsh National Opera and also go to see live performances of a ballet. Some older pupils also benefit from and enjoy their guitar and violin lessons led by peripatetic teachers.

Shortcomings

191. Older pupils in KS2 do not build sufficiently on what they know and can do, for example they lack more complex skills in using percussion to produce a desired effect.

Art

Key Stage 1 - Grade 2: Good features and no important shortcomings

Key Stage 2 - Grade 2: Good features and no important shortcomings

Good features

192. Throughout the school pupils make good use of a range of materials and experiment well with visual effects such as line, tone and pattern. They make good and interesting use of colour and natural materials when creating some effective displays in the school. Many use sketchbooks to collect and practise their ideas.
193. KS1 pupils experiment well with 'camera art.' They discuss why some pictures are taken close up and some at a distance. In so doing they have an early understanding of observational detail. By using a small viewfinder they choose what they want to draw. They make some interesting drawings and then take digital pictures of their view to compare it with their own drawing for accuracy.
194. KS1 pupils when given a close up picture taken in their school area, display some keen observational skills. Using a wide range of media which includes paint, pastels, chalks and materials they complete the whole picture. Many do this effectively and discuss and evaluate their work and that of others.
195. The younger pupils in KS2 have been studying the work of the Japanese artist Katsushika Hokusai. They make coloured sketches in this style of his picture of Mount Fuji reflected in Lake Misaica. They then apply watercolours to complete their final versions. Some of these are strikingly effective.
196. By studying his picture of the 'Great Wave' they are also gradually building a keen awareness of the relevance of various colour shades in their pictures. Using a shade pallet they create a range of blue colours. With various brush sizes they then create their own waves many of which are again effective. They evaluate their own and other pupils' work sensitively.
197. As part of their project on the Second World War older pupils in KS2 reproduce posters from that era. They choose personalities like Winston Churchill or an aspect like 'Digging for Victory.' In so doing they demonstrate a mature understanding of line, tone and perspective.
198. Other pupils in this group make comparisons between their work and that of others. They use an IT graphics package to produce pictures in the style of

Mondarin. They choose specific tools to produce line and colour. They show very good control of these techniques and review and modify their intentions to improve their pictures. Many of these are of a good quality.

199. Older pupils in KS2 make interesting use of their woodland area to build three-dimensional pictures of environmental art based on the work of Andy Goldsworthy. They use twigs and mown grass to create an effective image of a butterfly. They use a piece of bark and twigs to make a tortoise. These pupils also use wood from their willow garden and paint stones to create themes on various emotions based on their work in discussion time. These creations are again different and original.

Shortcomings

200. There are no important shortcomings.

Religious Education

Key Stage 1: Grade 2: Good features and no important shortcomings

Key Stage 2: Grade 2: Good features and no important shortcomings

Good Features

201. Pupils in KS1 know that there are special days of celebration. They know that Christmas is the birthday of Jesus. They recall the story of the Nativity in some detail and the main events in the lives of Jesus and of Moses. Older pupils in KS1 recognise that there are special places for prayer and worship.
202. Pupils know that when children enter a religion they take part in a special ceremony. They for example discuss and understand the process of baptism and the symbolism involved. They know that the names people are given often have specific meanings. Within KS1 pupils have a basic understanding of some aspects of the Hindu religion and compare their own harvest celebrations with the Hindu feast of Diwali.
203. Within KS2 pupils recognise that rules in sport and life are important. They have a good appreciation of what is right and wrong. They compare the laws set out in the Ten Commandments with more modern rules for life. They apply these rules in a discussion of the story of the Good Samaritan and consider how and why they would behave when placed in a similar dilemma.
204. Older pupils in KS2 know that different religions have different rules and expectations. They know that the Muslim religion is based on the 'Five Pillars' and that Hindus believe in a continual process of birth and re-birth called Samsara. They compare the beliefs and traditions of Hindus with those of Sikhs. They discuss with Sikh visitors the significance and meaning of their clothing and artefacts. They recognise that holy books are of great importance to religious believers and because of this should be treated with the greatest respect.

205. Older pupils in KS2 know that the Jewish holy book is the Torah. They understand that Jewish people believe that the Torah teaches them how God wants them to live. They understand that the Bible is important for Christians as a source of guidance and teaching. They understand some of the ways in which the Bible is used by Christians in their worship.

Shortcomings

206. There are no important shortcomings.

School's response to the inspection

The inspection findings recognise that, in most respects, we have maintained high standards since our last inspection and improved standards in some subjects. We are pleased that the inspectors found that pupils' attitudes to their learning, the interest they show in their work and their ability to sustain concentration are outstanding features. In addition, the care and support systems we have in place that underpin our curricular provision are recognised as appropriate and effective. The skill and dedication of teachers and the care and talent of support staff are duly acknowledged. Most importantly, the inspection report makes clear the elements that make our school what it is. In particular, the report confirms that we are achieving our aim to make our school a happy and secure place in which pupils grow in confidence and independence.

An action plan will be put in place to address the recommendations in the report. Improving our curriculum planning for pupils' key skills, making wider use of the assessment data and tightening up some school procedures are aspects that we believe we can confidently address. Staff and governors have already addressed the health and safety issues identified by inspectors in the report.

Where it is possible to do so, staff and governors will address the recommendations before the end of the school year. Raising pupils' standard of achievement in Welsh as a second language will be a major priority for us. We will make sure that this subject is included in our school development plan. In addition, we will provide more opportunities for staff to improve their knowledge and skills in assessment strategies so that they can help pupils achieve higher standards in this subject. Pleasingly, inspectors identified many elements and procedures in the school that will help us address some shortcomings by sharing good practice more widely.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents. The governors' annual report to parents will report on the progress we are making on the inspection recommendations.

Appendix 1

Basic information about the school

Name of school	Llanharan Primary School
School type	Community
Age-range of pupils	3 – 11
Address of school	Llwyn Brain Terrace Llanharan Pontyclun Rhondda Cynon Taff
Postcode	CF72 9PN
Telephone number	01443 237831
Headteacher (Acting)	Mrs Bethan Price
Date of appointment	1 st September 2007
Chair of governors/ Appropriate authority	Mrs Ann Brett
Registered inspector	Mr Peter Mathias
Dates of inspection	12 th – 14 th May 2008

Appendix 2

School data and indicators

Number of pupils in each year group									
Year group	N	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	21	16	10	12	9	13	19	13	113

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	5	1	6

Staffing information		
Pupil: teacher (fte) ratio (excluding nursery and special classes)		30:1
Pupil: adult (fte) ratio in nursery classes		11:1
Pupil: adult (fte) ratio in special classes		N/A
Average class size, excluding nursery and special classes		30
Teacher (fte): class ratio		1:1

Percentage attendance for three complete terms prior to inspection			
Term	N	R	Rest of school
Summer 2007	88.8	90.2	90.6
Autumn 2007	82	91.8	92.4
Spring 2008	93	94.3	92.7

Percentage of pupils entitled to free school meals	33
Number of pupils excluded during 12 months prior to inspection	4

Appendix 3

National Curriculum Assessment Results

End of key stage 1:

As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included.

Percentage of pupils attaining at least level 2 in mathematics, science and English according to teacher assessment			
In the school	90	In Wales	80

National Curriculum Assessment Results

End of key stage 2:

As the number of pupils eligible for assessment at the end of KS1 was greater than four but fewer than 10, overall performance indicators only are included.

Percentage of pupils attaining at least level 4 in mathematics, science and English			
by teacher assessment		by test	
In the school	89	In the school	N/A
In Wales	74	In Wales	N/A

Appendix 4

Evidence base of the inspection

- A team of three inspectors, who were present in the school for six inspector days, carried out the inspection with a nominee from the school.
- Pre-inspection meetings were held with parents and the governing body to discuss the life and work of the school.
- Five questionnaires were completed by parents and carefully analysed.
- Discussions were held with the headteacher and staff with responsibilities and support staff.
- School documentation and samples of pupils' work were examined.
- Nineteen lessons or sessions were observed.
- A sample of pupils' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of pupils from each year group reading.
- Discussions were held with pupils about their work and about the life of the school.
- Pupils' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies and observed extra-curricular activities.
- Post inspection meetings were held with the staff and the governing body.

Appendix 5

Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Registered Inspector)	Context Summary and Recommendations Contributions to Key Questions 1 & 2 Key Question 5 Key Question 6 Appendices English Mathematics Religious education
Mrs Janet Warr (Lay Inspector)	Contributions to Key Questions 1, 3, & 4
Mr Arwel Williams (Team Inspector)	Contributions to Key Questions 2, 3 & 4 Key Question 7 Special educational needs Welsh as Second Language Music Art
Mrs Bethan Price (Acting Headteacher/Nominee)	Contributions to all Key Questions

Acknowledgement

The inspectors wish to thank the management group, the headteacher and all the staff for the co-operation and courtesy they received during the inspection.

Contractor

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